Programs Branch User Report

Ministry of the Solicitor General of Canada

Secretariat

John H. Simpson
John Hagan

EVALUATION OF A VANDALISM PREVENTION PROJECT

NO. 1985-23

This working paper was prepared under contract for the Research Division in October, 1983 and is made available as submitted to the Ministry. The views expressed are those of the authors and are not necessarily those of the Ministry of the Solicitor General of Canada. This working paper may not be published, cited or reproduced without permission of the Ministry.

This working paper is available in French. Ce document de travail est disponible en français.

Abstract

This report records some of the events and consequences of vandalism prevention efforts in the City of Mississauga from 1975 through 1979. The process of developing the prevention efforts are examined through interviews with participants in the Task Force on Vandalism that led to the formation of a vandalism prevention organization, Counter-Act, and various vandalism prevention efforts. Students and parents sampled through selected Mississauga schools were surveyed to determine their reactions to the prevention programmes. Sucessess as well as failures of the prevention efforts are considered with the interview and survey data. Perhaps the most consequential finding of the study is that school talks on vandalism seem to have been counter-productive to prevention goals.

Evaluation of a Vandalism Prevention Project

1. Introduction 1

2. Vandalism Prevention in Mississauga 3

3. Quantitative Measures of the Effects of Vandalism Prevention Efforts in Mississauga 31

4. Executive Summary and Recommendations 55

References 58

Appendix 1. Questionnaires . . . 59

CHAPTER 1

Introduction

No known society has ever been blessed by the continuous absence of crime, but the incidence of crimes is not constant across societies and over time either. These variations cannot be wholly accounted for or in some cases -- murder with intent, for example -- even be partially explained by differences or changes in the formation of law (what is criminalized) and its enforcement. As aggregate rates -- whether reported or true -- various crimes, then, have their times and places. No offence illustrates this point better than vandalism.

Vandalism, it would seem, has always been with us. But what was a relatively small trickle of acts of violence against property in the early post-World War II period in North America had become, by the Seventies, a torrent of flood-like proportions (Thayer, et al., 1981). A recent estimate by the RCMP suggests that vandalism costs in Canada are now in the neighborhood of $100 million per year (Insurance Bureau of Canada, 1982). In the United States an estimated $500 million is spent each year just to repair the damage done by vandals to schools alone (Thayer, et al., 1981). Given the

gap between actual and reported occurrences, these figures are, undoubtedly, conservative.

In this report we explore the response to vandalism in one community, Mississauga, Ontario. There are a variety of ways in which communities can respond to the challenges that vandalism poses (Province of Ontario, 1981). When vandalism becomes a public problem, concern and the choices that follow from concern are produced in a community by the ongoing processes -- social, political, and economic -- that constitute and structure its life as a collectivity. Be exploring the rise of concern for vandalism and the choice of a vandalism prevention strategy in one community we hope to expose to view the basic elements and forces that bring community vandalism prevention programs into existence.

Having analyzed the community's response to vandalism, we will focus attention on the effectiveness of certain aspects of that response. In particular, we will explore the extent to which a variety of measures designed to increase awareness of vandalism as a public problem and motivate vandalism prevention were effective in decreasing self-reported vandalism in samples of students drawn from schools in the area.

The report concludes with a set of recommendations based on the analysis and the findings.

CHAPTER 2

Vandalism Prevention in Mississauga

The story of vandalism prevention in Mississauga is, essentially, a tale that begins with a public expression of concern about vandalism and ends with the emergence of a recognized vandalism prevention organization. At first glance, one might think that the story would be simple and straightforward. However, it is by no means certain that where concern about vandalism is voiced an effort to organize its prevention will follow. It is even less certain that such efforts, if made, will succeed. Mississauga was not the only Canadian municipality where vandalism became a public issue in the Seventies. It is one of the few (and, probably, the first) in which an indigenous vandalism prevention organization was created, an organization that was not an extension of an existing agency or embedded in a public bureaucracy. The genesis and development of that organization, Counter-Act, is the focus of attention in this chapter.

In attempting to understand how Counter-Act came into being, we will, first, describe the main features of the development of vandalism prevention in Mississauga. We will then briefly analyze that development with reference to several stages or levels

of organization. These are stages that any collection of persons passes through as it goes from a condition of unrest or concern about something to a state of organization in which authorized and empowered members act as agents of a group and perform roles that are designed to implement policies.

Stages or levels of organization constitute resources that interacting persons can use to move from the articulation of a problem to a full-blown administrative system dealing with the problem. There is, however, no necessary movement from the expression of concern to an administered system. Most issues never rise beyond the level of unfocused collective uneasiness. They remain forever dormant and do not energize interacting people to impose a new form and direction on their behaviour in order to deal with a problem. Some issues are absorbed by existing organizations into their domains and never bear independent organizational fruit. The story of vandalism prevention in Mississauga is the story of how a new organization came into being and why concern for vandalism was not domesticated and housed within an established agency.

An Overview of Vandalism Prevention in Mississauga

By the mid-Seventies vandalism and its prevention were "in-the-air" in North America. Broken streetlights and defaced buildings were no longer, simply, the private troubles of victims

subject only to police processing. They had become symbols of a public issue and, as such, provided an opportunity for expansive action by elected officials, public administrators, and the police. Vandalism now constituted news, justified research, and was attached to careers.

To view vandalism as an opportunity for individial and organizational action is to neither dismiss it as a genuine problem nor impute cynical opportunism to those who took up the cudgels against it. Rather, that view expresses the recognition that only when private troubles have become public issues is there something to be done. By the summer of 1975 vandalism had been "discovered" in Mississauga and had entered the public domain.

The recognition that vandalism in Mississauga could become an exploitable public problem appears to be attributable to two figures: the Director of Policy Planning for the City of Mississauga, and a City Councillor for Ward 8. During the spring of 1975 they jointly came to the conclusion that there was a vandalism problem in Mississauga and that it was worth trying to do something about it. At about the same time the Peel Board of Education -- the public education authority encompassing Mississauga -- was becoming alarmed by increasing school vandalism costs. The net result of these concerns was the formation of a Task Force on Vandalism. The Task Force was officially established by the Council of the City of Mississauga in July 1975 "to determine what steps should be taken to reduce the level of vandalism in Mississauga" (City of Mississauga,

1975, p. 3).

The convening of the Task Force on Vandalism was an important symbolic event in the life of Mississauga as a city. At the time of its formation, Mississauga had been in existence for less than two years. Created by the Province of Ontario in 1974, it was the product of the consolidation of a number of smaller towns and their environs to form a sizeable geo-political unit immediately to the west of Metropolitan Toronto. Some of the municipalities that were incorporated into the new city had been in existence in one form or another since the middle of the 19th Century and had a strong sense of identity as small towns with interests to defend. For them Mississauga was an imposition of the provincial government.

What came into being in 1974 was a newly defined geographical unit with a governing apparatus, to be sure, but with little sense of common cause or corporate life at the grass roots level. That Mississauga was concerned about its identity was clearly expressed in late 1975 when Council adopted a series of goals and objectives to guide planning. The first objective on the list was "to establish a sense of identity for Mississauga which is appropriate to the role of a regional centre" (The Mississauga Times, January 7, 1976, p. 8).

The co-chairmen of the Task Force, drew together a diverse group representing many of the significant agencies and organizations with jurisdiction in Mississauga: The Peel Board of Education, the Dufferin-Peel Separate School Board, Mississauga

Hydro, Erindale College (University of Toronto), Peel Regional Police, Mississauga Transit, Mississauga Businessmen's Association, Mississauga Jaycees, Mississauga News, and radio station CJMR. In addition there were representatives from the Recreation Policy Advisory Committee of the City of Mississauga and the Provincial Ministry of Correctional Services. It is interesting to note that the service clubs that played a significant community role in the smaller municipalities that had been incorporated into Mississauga were not represented on the Task Force, for example the Streetsville Lions and the Port Credit Rotary Club.

As an all-city gathering of organizations and agencies for whom Mississauga, as a whole, was a significant unit and charged, as it was, with solving what was perceived to be an important problem that was threatening the newly-formed city, the Task Force was, in fact, the first group of its kind in Mississauga. Whatever its accomplishments would be, the formation of the Task Force was an indication that the city could marshal itself for battle against "evil forces" and, therefore, was becoming a bounded, autonomous actor with an identity of its own in addition to being a geo-political location on a map.

The first meeting of the Task Force was held on July 22, 1975. As reported in one of the local newspapers "...it did not come out swinging with an immediate solution to the problem of vandalism in Mississauga" (The Mississauga News, July 23, 1975,

p. 3). The other newspaper noted that "numerous 'horror stories' of vandalism [were heard], but little about how to curb the damage." Furthermore, "...there appeared to be little agreement among the 15 members, except to accept a simple definition of vandalism and to set another meeting date for Aug. 12" (Mississauga Times, July 30, 1975, p. 27). Although at least one member of the committee voiced doubts, both of the co-chairmen argued that solutions to vandalism could be found. One of them, in fact, called for "aggressive re-programming of the culprits' attitudes."

Three weeks later at its second meeting (August 12, 1975), it was announced that the Task Force would apply for a federal Local Initiative Program (LIP) grant to fund the development of a public information program that would increase Mississauga 's awareness of the vandalism problem. According to the application, one of the main reasons why vandalism was on the increase in urban areas was the ignorance of residents regarding the actual amount of damage being done by vandals. One member of the Task Force, a professor of psychology at Erindale College, agreed to ask Council to endorse the LIP grant application before it was submitted to the federal government in September.

The Task Force met for the third time in late September and heard from the architectural project co-ordinator for the City of Mississauga. In essence, he suggested that environmental design was not the final solution to the problem of vandalism

if people were determined to vandalize. Nevertheless the Task Force passed a motion "to have architects submit proposals that might set guide rules for use of certain sturdy construction materials, and incorporate the use of design innovations such as unscaleable walls, hidden drain pipes, unclimbable fences, and plastic windows" (The Mississauga Times, October 1, 1975, p. D5). The need for public awareness and accurate figures for vandalism damage in Mississauga and the Region of Peel was reiterated at the meeting. One of the co-chairmen suggested that once reports were available outlining the types of vandalism that occur "...we should take the reports to universities and see if they could develop a program to eliminate it" (Mississauga News, October 1, 1975, p. N12). The Task Force decided to meet again when there was news about the LIP grant.

News was not long in coming for by the time of the next meeting in the middle of December three people had been hired to "research the vandalism problem, come up with specific recommendations and prepare an educational package to be directed primarily at the schools" (The Mississauga Times, December 17, 1975, p. A12). At the meeting, itself, the suggestion was voiced (by the city works manager) that if everyone served two years in the Canadian army that would effectively deter vandalism. Motions were heard regarding the development of low-cost single-family housing on small lots, the use of police patrols in

troubled areas, the setting of specific guidelines for the LIP project team and raising the drinking age. It was announced that specific recommendations would be made by the project team at the next meeting of the Task Force in January.

The LIP project team did report at the January 1976 meeting of the Task Force but it did not bring forward any specific recommendations. Rather the Task Force was informed that phase one of the project had been completed and that phase two would be completed and the results presented at the February meeting. Phase one consisted of gathering information on vandalism damage in Mississauga. During phase two the information would be "correlated". In the meantime, members continued to hear and voice suggestions for curbing vandalism. Creative playgrounds and pool halls for youth, consistent public condemnation of all acts of vandalism, publication of monthly figures on vandalism, poster or slogan contests, approaching the National Film Board with ideas, spot messages on radio and TV stations, use of bumper stickers and T-shirts, rewarding schools for vandalism reduction, and restitution programs were proposed and aired. One member suggested that "...it's time to get down to the meat and gravy" (The Mississauga Times, January 28, 1976, p. 6).

By the time of the February meeting two Task Force sub-committees had been established: a promotion/publicity group and a steering subcommittee to prepare the terms of reference and over-

see research for the Task Force's final report. At the February meeting, the LIP team reported the results of its research. Analyzing data gathered from the Peel Regional Police and the Peel Board of Education, they had isolated the high-frequency vandalism areas in the city, determined the proportion of vandalized property types and types of vandalism done, and tabulated fluctuations in vandalism rates in the city over the seasons.

The Task Force met during March, April, and May but the most important work during this period was done in the subcommittees. The promotion group was instrumental in having a number of 30 second vandalism awareness public announcements aired on the local radio station and brochures and posters were designed and distributed throughout the city. Also, during this period several films on vandalism were located and shown to approximately three thousand students of the Peel Board of Education.

The final report of the Task Force was released in June 1976. Written by one of the co-chairmen, it contained data on vandalism in Mississauga and fourteen recommendations for its prevention. The recommendations, in effect, made the Peel Regional Police the focus of vandalism prevention in the area. The Region of Peel Police Commission was enjoined to establish a subcommittee with representatives from the commission, the school boards, the area municipalities, the media, and the Ministry of Correctional Services to co-ordinate vandalism prevention activities, monitor the effectiveness of prevention programs, and encourage standard

vandalism reporting procedures. It was to report annually on the extent and nature of vandalism in Peel. The school boards were asked to design a pilot study to evaluate vandalism prevention techniques. It was recommended that awareness and incentive programs, poster contests, improved lighting, and the increased use of sonic detection devices be implemented in the schools and studied. In addition, the Task Force suggested the installation of a 911 emergency dialing system, a city-wide public awareness program, the development of a diversion program for youthful offenders, an incentive program for apprehending offenders, and the establishment of a crime prevention office by the Region of Peel Police Commission. Finally, it was recommended that the city and the school board share the cost of hiring an individual to work closely with the Police Commission subcommittee to develop, implement and evaluate the recommended programs. The city was asked to approach the governments of Ontario and Canada for funds to help pay the cost of implementing the recommendations.

Clearly, the Task Force had proposed an ambitious plan for preventing vandalism, a plan that needed the support of the police, City Council, and the boards of education if it were to succeed. The report was brought before the General Committee of the City Council in August and the recommendations were approved in principle. However, some members questioned the apparent high cost of implementing the recommendations and a representative of

the police, who had been a member of the Task Force, observed that vandalism "is not a police problem but a community problem" (Mississauga News, August 4, 1976, p. 2).

By the fall of 1976 the government and civil service of the City of Mississauga were clearly associated with vandalism prevention. However, it is difficult to say whether this identification played any significant role in the municipal elections of 1976. In any event, the mayor and the Councillor who was co-chairman of the Task Force and the spokesman for vandalism prevention within City Council were both defeated.

With this defeat it was clear that the far-reaching plan of the Task Force was, at least, temporarily on the shelf. However, despite this setback, the City's Director of Policy Planning continued to actively push vandalism prevention. During the early months of 1977 efforts were focused on the production of a mobile anti-vandalism display to be exhibited in shopping malls. The display included printed material, a 15 minute slide presentation and a 26 minute film, "Doing It Wrong". Money for the production of the display ($23,000) was allocated by the City of Mississauga. During March and April 1977 the display appeared at several local shopping malls.

At about the same time that the anti-vandalism display was being produced the Policy Planning Director began to lay plans to acquire federal money to implement the Task Force's recommendations. He decided to approach the Solicitor General

of Canada on two fronts: (1) an application to supplement funding by the Peel Regional Police to hire a vandalism prevention co-ordinator for one year; (2) an application by the City of Mississauga to hire two researchers to study the effectiveness of vandalism prevention in the city. The Policy Planning Director, in conjunction with representatives of the police, applied for the co-ordinator funds and an application was made by the city on the basis of a research proposal drafted by the authors of this report for funds to evaluate vandalism prevention in Mississauga.

Both applications were funded by the Solicitor General. In November 1977 a vandalism prevention co-ordinator was appointed by the police. Immediately after his appointment the Policy Planning Director resigned to take up a position with the Government of Canada. At the same time the evaluation research contract was received by the city. It was to remain unsigned until April of the following year.

With the Policy Planning Director's departure it became increasingly clear that he had been the major force to date behind vandalism prevention in Mississauga. Although the new vandalism prevention co-ordinator was now working out of the Peel Regional Police Bureau, he was uncertain regarding what he was to do. Unlike some of the other applicants for the job, he had not been previously associated with vandalism prevention in Mississauga or elsewhere. Consequently, he lacked the web of

connections with groups and agencies that a co-ordinator needed to be successful. Furthermore, he had been trained as a criminologist and had worked in mental health and correctional positions before coming to Mississauga. Thus, although he was technically skilled, he was not attuned to the organizational/political needs of the Mississauga situation. As an outsider, he represented no community interests. Finally, as a civilian employee of the police, he could not act effectively as their agent in making presentations and giving talks before groups. He was not a policeman but he was under the control of the police.

The fact that the police did not choose to hire a well-connected local person suggests that they may have been ambivalent about their role in vandalism prevention. The same can be said, perhaps, of the Peel Board of Education which had not contributed to funding the Task Force's recommendations. That the City, itself, and its newly elected mayor also had a case of "cold feet" regarding vandalism prevention may be inferred from its continuing reluctance to execute the evaluation research contract as 1978 proceded. Meanwhile, the new co-ordinator languished at his desk in police headquarters wondering what he should be doing.

At this point the stage was set, intentionally or otherwise, for vandalism prevention to fade away as a significant public issue in Mississauga. That, undoubtedly, would have happened had not one member of the disbanded Task Force stepped into the vacuum created by the Policy Planning Director's departure. This member,

Mrs. F., had served on all of the subcommittees of the Task Force and had been one of the three or four applicants seriously considered for the position of vandalism prevention co-ordinator. After the Task Force completed its work, she gave a number of talks on vandalism prevention under the auspices of the Mississauga Public Library System. As a member of the City's Recreation Policy Advisory Committee, she had been active in community affairs for a number of years. Although she did not consider herself to be the "public speaking type", her library presentations had given her confidence before an audience and, furthermore, convinced her that adults were receptive to the message that youth could be motivated to prevent vandalism. Through her own research she had become familiar with many of the vandalism prevention efforts in North America that involved youth participation and were designed to motivate the reduction of vandalism behaviour.

Working with her contacts in the city, she invited a number of people concerned with vandalism to meet in City Hall. As she noted, "We need a central committee to monitor vandalism costs and keep in touch with the public, and we need the co-operation from agencies and departments" (The Mississauga Times, January 11, 1978, p. B2).

The group met in March 1978 as the Vandalism Prevention Advisory Committee of the City of Mississauga. One of the authors of this report attended the meeting and his story (told in the

first-person) indicates that vandalism was, indeed, a politically sensitive issue in Mississauga at this time.

> I went to the meeting with one purpose in mind: to enquire about the status of the evaluation research contract which remained unexecuted. After the meeting was well underway, I spoke up and said that I was, indeed, pleased to see that the city was still interested in vandalism prevention since I had been under the impression that things were otherwise. I said that the evaluation research contract was received in the fall of 1977 from the Solicitor General and still remained unsigned by the city. I continued this line for a few minutes, long enough to ensure that a reporter from one of the local newspapers had taken ample notes. A few minutes after I had said my piece, I was asked by a councillor to join him in the city manager's chambers. There I was assured by the councillor and the city manager that steps would be taken to execute the contract.
>
> Back in my office at the College later in the day, I received a telephone call from the mayor. He accused me of lying about the status of the contract. I assured him that I had had a copy of the contract on my desk since November 1977 and that to the best of my knowledge it had not been signed by the city. In reply, he said that he was having "trouble" with the legal department. He asked me not to "go public" on a sensitive issue again without first calling him and I agreed to do that.

After due consideration by the City's Legal Department and a number of conferences with the Public Affairs Co-ordinator for the city to assure him that the researchers had the best interests of the city in mind, the contract was executed a few weeks later by Council.

It is difficult to say whether the somewhat sensational note that had been injected into the first meeting of the Vandalism Prevention Advisory Committee was an important factor in ensuring

that vandalism prevention continued to be a concern at City Hall. In any event, the committee met again in April with a new chairman, vice-chairman, and secretary. The new vice-chairman was a member of a local Community Association. Perhaps, the most significant action taken at the April meeting was the formation of a subcommittee chaired by a lawyer to explore the possibility of incorporating the committee. It was thought that this move might make it easier to raise and receive funds from governments and other sources.

City Hall now moved rather quickly to ensure that vandalism prevention would not become a public relations problem for it. The Public Affairs Co-ordinator was assigned the key role. After the April meeting the secretary of the Vandalism Prevention Advisory Committee announced that all correspondence with the press would be handled through the Public Affairs Co-ordinator's office. The Co-ordinator, himself, announced that it was "practically certain" that additional funds of $40,000 would be used to hire two Erindale College professors as evaluators of the program. He said that the vandalism prevention co-ordinator's "job will be to co-ordinate their evaluation" (Mississauga Times, April 19, 1978, p. D3).

Under the new chairman's leadership, the Vandalism Prevention Advisory Committee began meeting on a regular monthly basis. Despite the objections of one councillor who "felt that the police

department should be responsible for vandalism and it should pay for the project, along with the boards of education and the city" the Committee received $5,000 from City Council in June to launch a program in the schools and in co-operation with businessmen "to counter the serious vandalism problem" (Mississauga Times, June 7, 1978, p. A4).

During the summer and fall of 1978, the Vandalism Prevention Advisory Committee, which had, by this time, taken the name "Counter-Act", began to evolve in a direction that would, within a relatively short period of time, lead to its recognition as a leading vandalism prevention group. The emphasis on increasing public awareness of vandalism was continued. Brochures and posters were designed and distributed to schools and libraries throughout Mississauga. Radio announcements were produced and aired. Most significantly, Counter-Act began to view itself as an information gathering and referral body and not as either a designer of new programs, a research/study group trying to figure out the extent and causes of vandalism, or a pressure group attempting to prode agencies to respond to vandalism. Specifically, Counter-Act searched for prevention programs that had been successful elsewhere and could, it was felt, be adapted to the Mississauga situation. In particular programs were sought that involved the active participation of youth.

In September 1978 Project Pride, the first program that

Counter-Act promoted, was introduced. Essentially, an incentive program designed to instill in students an attitude of respect and care for school grounds and buildings, Project Pride involved the association of collective awards with the reduction of school vandalism. Project Pride became operative in one Mississauga public school in 1978, was adopted by several separate schools the following year, and in 1981 was implemented in the Peel Board of Education's high schools.

While Counter-Act was developing a style of action under the tutelage of the chairman of the vandalism Advisory Prevention Committee, the vandalism prevention co-ordinator continued his work still housed in the police youth bureau but with his activities embedded, de facto, in Counter-Act once it came into being. During the summer he wrote a report for the Solicitor General and, in consultation with Counter-Act, made a proposal to extend his contract beyond the November 1978 date when it would expire. The proposal was accepted and his contract was extended to April, 1979.

By the beginning of the new year (1979) Counter-Act had laid the groundwork to raise funds for "a series of programs designed to help reshape the community into a decent place to live." Counter-Act, it was announced, "needs around $50,000 to move up to the front line. Much of the backroom work ...the boffin brains stuff, has been completed" (Mississauga News, December 20, 1978, p. 5).

It is, perhaps, worth pointing out that as Counter-Act was making plans and developing a style of action during the fall of 1978, municipal elections were held in Mississauga and a new mayor elected. As a councillor, the new mayor had endorsed the report of the Task Force in 1976 but had also raised a question about the cost of implementing the Task Force's recommendations. The Vice-Chairman of Counter-Act was defeated in his bid to become a councillor while a school board trustee, who had been active in the Peel Board of Education's vandalism prevention efforts, was elected to council.

In January, 1979, the chairman of the Vandalism Advisory Prevention Committee announced that Teens on Patrol would be instituted in Mississauga during the coming summer if funding became available under the Young Canada Works program of the federal government. Teens on Patrol would be a co-operative effort of Counter-Act, Mississauga Recreation and Parks Department, and the Peel Regional Police and would invclve sending teams of trained teenagers to patrol vandalism prone areas.

As the expiry date of the Vandalism Prevention Co-ordinator's contract approached, it became obvious that Counter-Act would need a small office and, at least, a part-time staff person if its activities were to continue. By April, arrangements had been made for space in a Parks and Recreation building. Donations of office equipment were received and about $10,000 was raised from

various sources to ensure the continuation of Counter-Act. Mrs. F. became the vandalism prevention co-ordinator, a role that was now combined with the chairmanship of Counter-Act.

During the summer of 1979 the Teens on Patrol program was implemented with great success. Most notably, it was credited with a sizeable reduction in vandalism at the site of a community centre then under construction. Another program, Kids That Care, was also carried out during the summer. Kids That Care involved several hundred students in the clean-up of a number of parks that had been high-profile vandalism targets. The program was sponsored by the Mississauga News and Square One, a local shopping centre, with Counter-Act and the Mississauga Parks and Recreation providing the initial idea and organizational support.

In October, 1979, Counter-Act sponsored a one day Youth Seminar for students in the Mississauga area. Three delegates from each senior public and high school under the Peel Board of Education attended. The program included a general session and workshops designed to heighten awareness of vandalism as a problem. Students were asked to report back to their schools on vandalism prevention and a poster contest was initiated throughout the school system based on the theme of the conference.

Six months after its foundation, Counter-Act's reputation as an effective vandalism prevention group was firmly established. The success of Teens On Patrol, Kids That Care, and the Youth

Seminar and the introduction of Project Pride into the schools. were the key elements underwriting Counter-Act's credibility. The organization exemplified Mrs. F.'s philosophy that communities could take positive action to prevent vandalism. It was this message that she spread in addresses to groups and organizations in late 1979. Over the next two years Mrs. F. made more than 60 appearances before clubs, meetings, and conferences in Canada and the United States and was interviewed by numerous individuals and delegations with an interest in vandalism prevention.

By the second anniversary of its founding (April, 1980), Counter-Act was organizationally secure. Although it continued to receive funds from the City of Mississauga that underwrote most of its expenses, Counter-Act was neither an agency of the city nor an appendage of any other jurisdiction with an interest in vandalism prevention. That Counter-Act is a viable organization was demonstrated in the spring of 1982, when, due to illness, Mrs. F. resigned as its head. Counter-Act, however, did not cease to exist. Its activities continued under the leadership of another individual, Mrs. H., with an operating budget of $26,660.00 for 1983.

Perhaps, the best short descriptive summary of Counter-Act is found in a report, Vandalism in Canada, published by the Insurance Bureau of Canada (1982). Based on an extensive survey of vandalism prevention programs in Canada, the report notes that

"Mississauga was one of the first cities in Canada to implement a full-fledged, co-ordinated vandalism prevention program. Since 1978 Mississauga Counter-Act has been operating on the theory that positive action today will build a better tomorrow. Headed by a volunteer co-ordinator ..., a team of concerned community representatives has effectively developed and introduced a number of programs and positive approaches to vandalism. Counter-Act has caught the attention of numerous communities in Canada and the United States and Mrs. F., until a health setback last fall, has been a much sought after speaker on the subject of vandalism prevention. [The] Peel Regional Deputy Police Chief ...reports that because of Counter-Act and other police sponsored education programs, including Teens on Patrol, vandalism in Mississauga's park and public areas dropped 17 per cent in the past year" (Insurance Bureau of Canada, 1982, pp. 35-36).

The vandalism prevention programs that were founded elsewhere in Canada after extensive consultation with Mrs. F. are the final indicator of Counter-Act's success. These include programs in Calgary, Halifax, Waterloo, Kitchener, Burlington, Oakville, Brantford, Brampton, Thunder Bay, and Windsor.

Analysis

Every new organization has its origins in a situation where "people discover that they [want to] do something together

but do not know exactly what it is that they must do and are not organized to do it" (Swanson, 1970, p. 129). Discontent with the existing order has been expressed and accepted as the definition of the situation. There is, in other words, a state of social unrest.

Unrest ends when a proposal for action -- a charismatic focus -- is put forward and there are some who elaborate the proposal and others who are prepared to work together to achieve the possibilities it promises. Provided people remain committed to the proposal, the group moves to a new stage of organization when a clear distinction has been made between the proposal and a way of organizing its implementation. At this point a work group has emerged.

Should people remain committed to the collective purpose and begin to act in ways that are collectively approved to achieve that purpose, a constitutional order exists. A constitutional order becomes an administered system when informal roles are transformed into offices to which persons can be legitimately allocated in a systematic fashion. Office holders in an administered system are authorized agents. When people begin to act as agents, a full-fledged organization has emerged.

The organization of vandalism prevention in Mississauga began when the Director of Policy Planning for the City of Mississauga and a city councillor used concern about vandalism

(social unrest) as a resource to form the Task Force. First, there was a general concern in North America about vandalism, a sense that municipalities could and should do something about it, and a feeling that vandalism prevention might enhance the public careers of its sponsors. (Vandalism prevention, it should be noted, entered the public arena in Mississauga as a pro-active issue or opportunity for positive action. It was not a problem or reactive issue that had to be dealt with in order to prevent negative political consequences.)

Second, documented vandalism seemed to be on the rise in Mississauga, especially in the local schools. Vandalism could, in an objective sense, be found.

Third, there was a need for a public issue in Mississauga that could be defined as a city-wide concern and whose solution would make a positive contribution to the formation of an identity for the newly-founded city.

From the time of the formation of the Task Force in July, 1975, until April, 1978, vandalism prevention in Mississauga was, essentially, organized at the level of a proposal. All concerned agreed that vandalism prevention was a good idea but there was little agreement regarding what to do to implement that idea. The early meetings of the Task Force were, clearly, little more than brainstorming sessions.

The report of the Task Force did not rectify the situation.

Ostensibly a plan for action, the report was, in reality, a set of directives aimed at the Peel Regional Police and the Peel Board of Education. Had both agencies accepted the directives they would have had to spend a great deal of money. Furthermore, the police would have become responsible for vandalism prevention and would have been, in effect, reporting to the City of Mississauga and the Region of Peel on the success of their efforts. Without greatly increasing the surveillance of vandalism-prone areas, the police would not have been able to reduce vandalism. Thus, had they accepted the recommendations of the Task Force the police would have been in the position of being publically responsible for vandalism prevention yet unable, for budgetary reasons, to effectively control vandalism.

Why, then, did the police and the boards of education participate in the Task Force? Had they not been part of the Task Force, they would have been publically vulnerable. They had to display concern about vandalism in order to appear responsible. At the same time, they could not get themselves in a position where they became, in fact, responsible for something they could not implement because it would have been too costly or uncertain in terms of outcomes.

During the period in which the Task Force was operating and in the following year, also, there were vandalism prevention activities in Mississauga: films, radio announcements, posters,

brochures, the mall display, and talks in schools. These were not, however, the activities of a vandalism prevention organization. They were ad hoc efforts with no base in a differentiated organizational structure. By the same token, hiring a vandalism prevention co-ordinator in November, 1977, amounted to underwriting a role that was not firmly embedded in an organization prepared to take full advantage of it.

With the foundation of Counter-Act in the spring of 1978 vandalism prevention moved to the work group level of organization. Organizationally, Counter-Act represented the emergence of specific, feasible activities from the general proposal for action ("let's do something about vandalism"). Courses of action that were attainable, cheap, and did not entail unlimited responsibility for vandalism prevention, were proposed to agencies and Counter-Act was positioned to take the blame if something backfired.

The incorporation of the vandalism prevention co-ordinator's role into Counter-Act and the physical relocation of the organization to its own office in Clarke Hall in April, 1979, marked the emergence of Counter-Act as a constitutional order. The organizational locus of vandalism prevention was now entirely within the bounds of Counter-Act which operated with its own recognized and collectively legitimized style of action.

Counter-Act became an administered system when the Vandalism Advisory Prevention Committee chairman began to be

identified as a public figure associated with vandalism prevention. This had clearly happened by the end of 1979. By then she had become Counter-Act's authorized agent, fully-empowered and representative of Mississauga's efforts to prevent vandalism.

As noted earlier in this chapter, there is no necessary movement from an expression of concern about an issue to the development of an organization or administered system that is charged with implementing policies designed to deal with the issue. What, then, explains progression from an expression of concern to the emergence of an organization? At least three factors are important.

First, there must be sufficient motivation among potential organization members to sustain a commitment to a proposal for action. That motivation must exist is obvious. However, the sources of motivation may be quite varied and obscure and, in the final analysis, not responsive to manipulation.

Second, a proposal for action must, usually, be favoured in the climate of opinion outside the nascent organization. In particular where a group is attempting to create an organization to deal with a public issue such as vandalism, it is important that the climate of opinion be friendly or, at least, not hostile.

Third, the nascent organization must have resources if it is to emerge as an administered system. Resources include

not only the means of administration, e.g. money, but also specific plans and programs that can be used to implement a proposal for action. Without a technology or mode of action there is nothing around which an organization can be formed.

In the case of vandalism prevention in Mississauga, sufficient motivation, a favourable climate of opinion, and specific plans for action were available at the right time so that the progression from concern to organization was ensured.

In the next chapter we evaluate the effectiveness of some of the activities that emerged from the organization of vandalism prevention in Mississauga.

CHAPTER 3

Quantitative Measures of the Effects of Vandalism Prevention Efforts in Mississauga

Introduction

The contract for this research specified that students and parents would be surveyed in the City of Mississauga to determine their reactions to prevention efforts. A combined experimental and non-experimental design was proposed, taking advantage of data gathered in an earlier Canada Council funded project. The contract stipulated that, "The final goal of the research is to provide information indicating whether the program does or does not work, so that this information can be used in the planning of future vandalism prevention efforts in other Canadian communities."

The vandalism prevention efforts, as described in the previous chapter, did not develop in the co-ordinated and coherent fashion necessary for an experimental evaluation. It would probably have been a rather atypical set of efforts if it had developed in the systematic fashion prescribed. In any case, we were faced with the necessity of responding to the situation as it developed. Our solution, the conventional one given the circumstances involved, was to use a cross-sectional non-experimental design.

In this chapter we first use survey data gathered from secondary school students to assess the impact of vandalism prevention efforts in the City of Mississauga. A survey of parents is discussed later in the chapter. The school data were collected from January to March of 1979 in the public and separate schools of Mississauga. The survey asked students about their awareness of vandalism prevention efforts and their perceptions, reactions and involvements in vandalism. Our purpose is to use correlational techniques to determine possible effects of vandalism prevention efforts in Mississauga. While we must be cautious in inferring causation from correlation, there nonetheless is evidence in the analysis that follows that Mississauga vandalism prevention efforts did have some expected, as well as unexpected, results.

Multiple regression analysis is used to analyze much of the data in this chapter. An attractive feature of multiple regression analysis is that it provides precise and quantitative estimates of the effects of different factors on a dependent variable. Three dependent variables considered in this chapter are the perception that vandalism is a serious problem, participation in vandalism behaviour, and willingness to intervene in vandalism situations. All are measures of reactions to the prevention efforts. In multiple regression, one first specifies the major (independent) variables that are believed to influence the dependent variable. The major independent variables

in this chapter are our measures of awareness of the various vandalism prevention efforts. Relationships between the dependent variable and the independent variables of interest are then estimated by extracting from each the effects of the other major variables. The regression coefficients express these "net" relationships, and offer the best substitute available for a controlled experiment which may manipulate the values of the independent variables to determine their influence. The results of multiple regression analyses show the effects of each independent variable on the dependent variable, while holding the effects of other independent variables statistically constant. These results also allow statements about the probability that any effect described has occurred merely as a result of chance.

The School Survey

The survey of adolescents was conducted in the four public and three separate schools serving the central area of Mississauga. The sampling was stratified to insure sufficient numbers of subjects living in high density, lower socio-economic status housing, the kind of housing that often is assumed to produce and experience higher rates of vandalism. Addresses with apartment and unit numbers were used as a sampling criterion, and sampling fractions were established for each school. Working from school address lists, we sought approxiamtely 250 students from each public school, with

approximately 65-70 per cent of the sample (or 162 to 175 students) from multiple dwelling units and 30-35 per cent (or 75 to 88 students) from single detached dwelling units. Grade 9 through 12 public school students were paid five dollars each to participate after school in the survey. The survey instrument was read to the students as they completed it, to minimize problems of reading and comprehension. Only grades 9 and 10 were available from the separate schools (the separate secondary school is outside the central Mississauga area). Fewer students in these schools live in multiple dwelling units, and therefore the ratio of 7 to 3 multiple to single sampling ratio could not be used here. Instead, all grade 9 and 10 separate school students living in multiple dwelling units were sampled, with students from single dwelling units chosen on a probability basis. These schools were also smaller, and the target sample sizes were therefore set at 100 instead of 250. The sample size for the single dwelling units equaled 100, minus the number of multiple dwelling unit students, with sampling fractions that would produce the expected numbers devised accordingly. The separate school survey was done during the school hours, and the students were again paid five dollars to participate. The separate school survey was conducted during school because students often commuted long distances to and from school, making them less accessible after school.

Table 1 records the response rates for the seven schools.

TABLE 1

Response for the Mississauga School Survey

Schools	Kennedy	Woodlands	Britannia	Applewood Heights	Public Schools	St. Martin's	St. Paul's	Ascension of our Lord	Separate Schools	Total Sample
students sampled	271	272	272	271	1086	103	118	121	342	1428
students responding	176	198	166	191	731	89	107	118	314	1045
response rate	65%	73%	61%	70%	67%	86%	91%	97%	87%	73.2%
Date of Survey	Jan.24 3-5 pm	Feb.1 3-5 pm	Feb.6 9-11 pm	Feb.7 3-5 pm		March 7 8-10 pm	March 14 1-3 pm	March 28 1-3 pm		

As expected, the in-school survey resulted in better separate school response rates. The rate of separate school response was 87 per cent, compated to a 67 per cent response rate in the public schools. The overall response rate was 72 per cent. Our stratified sample initially was weighted back to population by inverting the sampling fractions and computing population estimates (see Hirschi, 1969: 37-8). However, the results produced by these means varied in no consistent way from analyses of the unweighted data. To avoid problems of statistical inference, we therefore present the results of only the unweighted analyses below. We have no reason to believe that our sample is particularly unrepresentative of the population studied. For example, the sample is approximately half male (47.7%) and half female (52.3%), and the unemployment rate, as indicated by responses to a question about parental employment, is approximately 4.6 per cent. The latter figure may under-estimate somewhat the unemployment rate in Mississauga in 1979, but not greatly.

The survey itself contains items relating to a range of issues, including drug and alcohol use, running away from home, suicide, truancy and a variety of kinds of delinquency in addition to vandalism. The vandalism items are spread through the survey to avoid response sets. The entire survey is presented in Appendix 1.

Student Awareness of Vandalism Prevention Efforts

A first issue is the extent to which the vandalism prevention efforts in Mississauga were apparent to students. If students were unaware of these prevention programmes, the programmes could not be expected to have much impact. Table 2 records the levels of student awareness of a variety of programmes concerned with vandalism prevention. Several of these programmes achieved quite high levels of awareness. Approximately two-thirds of the students were aware of vandalism prevention efforts through posters (67.4%) and brochures and pamphlets (63.0%), while a majority were also aware of these efforts through displays at schools (56.6%) and malls (58.7%). Only slightly fewer were aware of these efforts through T.V. commercials (47.2%) and talks at schools (46.4%). Finally, about a thrid of these students were aware of vandalism prevention efforts through radio announcements (38.1%), slide shows (34.0%), and the Task Force on Vandalism (36.9%), while just over a tenth of the students knew of these efforts through Project Pride (10.2%). These programmes were well enough known, then, to have an impact.

One effect these programmes sought was an increased awareness of how serious the problems of vandalism are. Students were asked in the survey to indicate how serious a problem they thought vandalism was in Mississauga. A Likert scaled set of responses was

TABLE 2

Regression of Students' Perceptions of the Seriousness of Vandalism in Mississauga on Students' Awareness of Vandalism Prevention Efforts

Prevention Effort*	r	b	B	SE	F	% Awareness
Task Force on Vandalism ..	-.07	-.10	-.05	.06	2.55**	36.9%
T.V. Commercials	-.07	-.06	-.03	.07	.83	47.2%
Radio Announcements	-.04	.02	.01	.07	.09	38.1%
Posters	-.11	-.14	-.06	.07	3.43**	67.4%
Brochures, Pamphlets	-.08	-.04	-.02	.07	.43	63.0%
Slide Shows.....	-.08	-.03	-.01	.07	.19	34.0%
Displays at Schools	-.09	-.04	-.02	.07	.35	56.6%
Displays at Malls	-.04	.03	.02	.07	.27	58.7%
Talks at School	-.14	-.21	-.11	.07	10.01**	46.4%
Project Pride	-.06	-.09	-.03	.10	.82	10.2%

constant = 2.42

R^2 = .03

* each item

** significant at .01 level

provided. Nearly a third of the students (30.2%) thought the problem of vandalism was very serious in Mississauga, while more than another third (40.9%) thought the problem serious. In Table 2 we present the results of a regression equation in which the students' perceptions of the seriousness of vandalism were regressed on their awareness of the different vandalism prevention efforts. Our purpose was to determine the first if the perception of vandalism seriousness was correlated with awareness of the prevention programmes, and second (assuming an affirmative answer to the first question) to estimate the net, independent effect of each of these programmes on perceptions of seriousness. The results of the regression analysis reported in Table 2 indicate that while all of the prevention efforts are negatively correlated with perceived seriousness, suggesting the expected effect, only three of these programmes had a statistically significant effect net of all the others. These three programmes include the Task Force on Vandalism ($B = -.05$, $p < .01$), posters ($B = -.06$, $p < .01$), and talks given at school ($B = -.11$, $p < .01$). Although none of these programmes has a large effect, it is the last, the talks given at school, that has the largest impact. As we see next, this impact is not limited to the perception of vandalism.

A Scale of Vandalism Behaviour

Vandalism includes a wide range of behaviours. To estimate

the possible impact of the prevention programmes on vandalism, it is necessary to first determine whether vandalism is unidimensional or multidimensional in the behaviours it involves. To address this issue we included nineteen items in the survey instrument. Each of these items asks if the respondent has committed none, one, two, three or more acts of the specific kind of vandalism. The correlations between each of the 19 items, and a scale formed by adding all 19 items together are presented in Table 3. These correlations are all strong, ranging from .49 to .73. These results suggest a unidimensional scale. To further test this possibility, we factor analyzed the 19 items. The result was a single factor (with loadings presented in Table 3) that explained 93 per cent of the common variance of the variables. These items, then, seem clearly to form a unidimensional scale of vandalism behaviour.

The Effects of the Prevention Programmes on Vandalism Behaviour

It is one thing to influence the perception of vandalism, quite another to influence vandalism itself. To determine the impact of the prevention programmes on vandalism behaviour, we regressed the students' vandalism scale scores on the students' awareness of the various prevention efforts. The results are presented in Table 4. They reveal that of the ten kinds of prevention efforts, only talks at school have a significant effect ($B = .06$, $p < .01$). Although this effect is not large, its direction is striking: the

TABLE 3

Vandalism Behavior Scale

Item*	r+	Factor Loadings≠
Graffiti on school walls	.55	.48
Marked up school books	.49	.39
Kicked in lockers at school	.64	.59
Broke school washroom property	.68	.66
Broke school windows	.59	.60
Broke school lockers	.65	.65
Smashed school furniture - desks	.63	.61
Thrown eggs at car or house	.68	.63
Broke windows	.69	.69
Damaged furniture of others	.51	.49
Broke windows of other public buildings	.66	.67
Damaged furniture of other public buildings	.59	.58
Broke bus seats	.66	.66
Damaged buses	.69	.69
Damaged bus shelters	.70	.69
Damaged store - plaza property	.73	.72
Damaged construction sites	.70	.68
Damaged park property	.68	.65
Damaged a parked car	.66	.63

* Each item is score

\+ Correlations between the item scores and the total scale score

≠ Factor loadings based on a principal-factor analysis with iterations.

TABLE 4

Regression of Students' Vandalism Scale Scores on Students' Awareness of Vandalism Prevention Efforts

Prevention Effort*	r	b	B	SE	F
Task Force on Vandalism	.03	.23	.02	.48	.23
T.V. Commercials	.01	-.62	-.04	.51	1.48
Radio Announcements	.05	.70	.05	.53	1.75
Posters	.04	.24	.02	.55	.18
Brochures, Pamphlets	.03	.03	.01	.53	.01
Slideshows	.07	.52	.03	.52	1.02
Displays at Schools	.07	.43	.03	.51	.71
Displays at Malls	.03	-.10	-.01	.50	.04
Talks at Schools	.09	.90	.06	.50	3.18*
Project Pride	.05	.75	.03	.78	.95

constant = 5.45

R^2 = .01

* each item

** significant at .01 level

more aware students are of talks given about vandalism at school, the more likely they are to be involved in vandalism behaviour. Our suspicion was that this effect might be linked to special problems of schools. To determine if this was the case, we returned to our more specific measures of vandalism behaviour.

In Table 5 we present the results of regressing the individual behaviour items on the awareness of talks given at school. The first seven of these behaviours involve various kinds of school vandalism. Talks given at school are significantly correlated ($p < .01$) with six of the seven measures of school vandalism: graffiti on school walls ($B = .12$), kicked in school lockers ($B = .10$), broke school washroom property ($B = .09$), broke school windows ($B = .08$), broke school lockers ($B = .07$), and smashed school furniture-desks ($B = .13$). In each case, the direction of the correlation indicates increased school vandalism. Meanwhile, only four of the twelve non-school vandalism measures yield significant correlations. The larger and more pervasive correlations, as expected, involve vandalism in school settings.

It may still be asked whether these correlations are causal. To answer this question we looked for a variable that might plausibly result both in increased school vandalism and in an heightened awareness of school talks about vandalism. The variable we thought most likely to cause both was a dislike for school: this dislike

TABLE 5

Regression of Vandalism Behavior Items on Awareness of Talks at School*

Behavior	b	B	SE	F	R^2	Constant
Graffiti on school walls	.18	.12	.05	13.91*	.01	.45
Marked up school books	.05	.03	.05	.91	.00	1.32
Kicked in lockers at school	.15	.10	.05	10.75*	.01	.43
Broke school washroom property	.11	.09	.04	8.56*	.01	.2[illegible]
Broke school windows	.07	.08	.03	7.15*	.01	.1[illegible]
Broke school lockers	.07	.07	.03	4.89*	.01	.14
Smashed school furniture - desks	.14	.13	.03	16.90*	.02	.15
Thrown eggs at car or house	.09	.05	.05	2.71*	.00	.56
Broke windows	.04	.04	.03	1.34	.00	.21
Damaged furniture of others	.08	.09	.03	8.85*	.01	.11
Broke windows of other public buildings	03	.03	.02	.72	.00	.14
Damaged furniture of other public buildings	.01	.01	.03	.13	.00	.20
Broke bus seats	-.01	-.01	.03	.12	.00	.20
Damaged buses	.05	.04	.04	.182	.00	.20
Damaged bus shelters	-.02	-.01	.04	.01	.00	.24
Damaged store - plaza property	.10	.08	.04	7.02*	.01	.26
Damaged construction sites	.07	.04	.04	2.52*	.00	.36
Damaged party property	.04	.03	.04	1.03	.00	.32
Damaged a parked car	.03	.02	.04	.61	.00	.32

* significant at the .01 level

could simultaneously provoke school vandalism and the taking of notice when such behaviour provoked authorities to talk about the problem. To test this hypothesis (that the relationship between school vandalism and an awareness of school talks about the problem is spurious, that is, both are caused by a dislike for school), we regressed vandalism behaviour simultaneously on dislike for school and awareness of the school talks. The results are presented in Table 6. These results reveal a pronounced effect of a dislike for school on school vandalism of various kinds: graffiti on school walls (B = .17), marked up school books (B = .13), kicked in lockers at school (B = .22), broke school washroom property (B = .27), broke school windows (B = .21), broke school lockers (B = .24), and smashed school furniture-desks (B = .22). A dislike for school uniformly increases these behaviours. However, with these effects held constant, the effects of the school talks remain significant and essentially unchanged from Table 5. The effects of the school talks are apparently non-spurious; that is, causal.

Nonetheless, it may still be that the effects of these talks are contingent on the types of students who hear them. For example, if such talks do cause vandalism, it could be that they would have these effects primarily among those students who already dislike school. These are the students whose propensity for vandalism might most easily be triggered by the attention that school talks

TABLE 6

Regression of School Vandalism Behavior Items on
Awareness of Talks at School and Dislike for School

Behavior	School Talks				Dislike for School				R^2	Constant
	b	B	SE	F	b	B	SE	F		
Graffiti on school wall	.18	.12	.05	14.58*	.11	.17	.02	30.47*	.04	.11
Marked up school book	.05	.03	.05	.98	.09	.13	.02	16.44*	.02	1.07
Kicked in lockers at school	.16	.10	.05	11.65	.15	.22	.02	54.32*	.06	.01
Broke school washroom property ..	.11	.09	.04	9.61*	.14	.27	.02	83.29*	.08	-.21
Broke school windows	.07	.08	.03	7.74*	.08	.21	.01	49.42*	.05	-.13
Broke school lockers	.07	.07	.03	5.44*	.10	.24	.01	64.00*	.06	-.16
Smashed school furniture - desks.	.14	.13	.03	18.15*	.10	.22	.01	52.79*	.06	-.15

about the problem provide. To test this possibility we regressed the forms of school vandalism behaviour on the awareness of school talks in the five sub-samples formed by the Likert responses to the item asking how much the students liked school. The results of these regressions are presented in Table 7. As suggested, these results indicate a pattern of interaction, so that it is among the students who most dislike school that the effects of the school talks on school vandalism are most pronounced. Thus, even though this sub-sample of students is relatively small, five of the seven effects are statistically significant, and the effects are sometimes substantial. For example, among those students who report never liking school, the standardized regression coefficient indicating the relationship between school talks and school graffiti is .30. The only bright spot in this table, in terms of hopes for reducing school vandalism, is that among those students who report always liking school, the coefficients are generally reversed in direction, indicating some tendency for school talks to reduce these students' vandalistic behaviour. However, none of these coefficients is statistically significant. This is likely a combined function of the fact that there are few students who "always" like school and among those who do, few are involved in vandalism anyway. In the remaining conditions identified in this table, the effects are predominantly positive, indicating increased vandalism. Thus even

TABLE 7

Regression of School Vandalism Behavior Items on Awareness of Talks at School Under Five Degrees of Liking of School

Behavior	Always	Almost Always	Half the Time	Sometimes	Never
Graffiti on school walls					
b	-.01	.21	.08	.13	.50
B	-.01(.01)	.15(9.82)*	.05(.53)	.08(1.38)	.30(10.39)*
Marked up school books					
b	.01	-.04	.11	.01	.42
B	.00(.00)	-.03(.25)	.08(1.26)	.00(.00)	.26(7.50)*
Kicked in lockers at school					
b	-.18	.13	.19	.13	.42
B	-.13(1.21)	.10(4.43)*	.12(3.09)*	.08(1.62)	.24(6.32)*
Broke school washroom property					
b	.03	.04	.15	.15	.23
B	.12(.94)	.05(1.08)	.13(3.51)*	.10(2.65)*	.15(2.29)
Broke school windows					
b	-.03	.11	-.02	.10	.15
B	-.13(1.07)	.18(13.31)*	-.03(.22)	.01(1.97)	.11(1.31)
Broke school lockers					
b	-.06	.04	.02	.09	.30
B	-.10(.63)	.06(1.71)	.02(.13)	.07(1.27)	.21(4.71)*
Smashed school furniture - desks					
b	-.03	.09	.07	.27	.28
B	-.08(.41)	.11(4.65)*	.07(1.07)	.20(10.10)*	.20(4.21)*

among those students who "almost always" report liking school, four of the seven coefficients indicate significant increases in vandalism behaviour in conjunction with the awareness of school talks about vandalism.

The Effects of Vandalism Prevention Programmes on the Willingness to Intervene in Vandalism Situations

If the prevention programmes do not reduce vandalism directly, they may still have positive indirect effects, for example, by increasing the willingness of individuals to intervene in situations where others are committing acts of vandalism. To examine this possibility we consider a set of three items that asked the students to indicate how they would respond to someone breaking windows in three different settings: in the neighborhood, downtown, and at school. The students were asked to indicate in each of these situations whether they would: (i) go after them, (ii) get the police or another adult, (iii) watch, (iv) leave, or (v) help them. These items approximate a Likert scale. We regressed separately the willingness to intervene in the three vandalism situations on the awareness of the ten prevention programmes. The results are presented in Table 8. However, there is no apparent pattern to these results. Only five of the 30 coefficients are statistically significant: two are negative, three positive. Apparently the prevention programmes do not consistently or significantly effect

TABLE 8

Regression of Willingness to Intervene in Vandalism Situations on Awareness of Vandalism Prevention Efforts

	See Someone Breaking Neighbors' Windows	See Someone Breaking Windows Downtown	See Someone Breaking School Windows
Task force on Vandalism b(B)F	-.09(-.05)2.48	.01(.00).02	-.08(-.04)1.56
T.V. Commercials b(B)F	-.03(-.02).20	-.06(-.03).99	-.02(-.01).14
Radio Announcments b(B)F	.02(.01).13	.02(.01).10	-.06(-.03).78
Posters b(B)F	-.06(-.03).94	-.06(-.03).68	-.02(-.01).07
Brochures, pamphlets b(B)F	-.01(-.01).01	.08(.04)1.44	.02(.01).12
Slide Shows b(B)F	-.07(-.04)1.19	-.06(-.03).81	-.01(-.01).03
Displays at Schools b(B)F	.15(.08)5.43*	.10(.06)2.58*	.01(.00).01
Displays at Malls b(B)F	-.10(-.05)2.21	-.12(-.06)3.50*	.00(.00).00
Talks at Schools b(B)F	.08(.04)1.61	-.01(.00).00	-.06(-.03).93
Project Pride b(B)F	.11(.03)1.17	.15(.05)2.54*	-.18(-.06)3.46*

the willingness to intervene, one way or the other.

Parents and Vandalism

Our attention turns finally to the parents of students in our survey. We had originally expected that positive effects of the vandalism prevention programmes might be transmitted through parents heightened awareness of vandalism. Since we have not found positive effects, we will not attempt to trace this process. It may nonetheless be of interest to note the effect of vandalism prevention efforts on parental perceptions. We were able to follow-up 48 per cent of our students' parents. Table 9 presents the results of cross-classifying parental awareness of the Counter-Act program with their perceptions of the seriousness of vandalism and their awareness of vandalism in Mississauga and in their own neighborhoods. These data indicate that only 13 per cent of the parents were aware of Counter-Act. However, those who were aware of this programme were significantly more likely to be aware of vandalism in Mississauga and their own neighborhood. They were also slightly more likely to perceive vandalism as a serious problem, although this difference was not statistically significant. The pattern of these findings is similar to that noted at the outset with the students. We have come full circle.

TABLE 9

Cross-Classification of Parents' Awareness of Counter-Act with Parents' Perceived Seriousness of Vandalism and Awareness of Vandalism in Mississauga and own Neighbourhood (N = 492)

Awareness of Counter-Act	Vandalism Perceived as Serious	Aware of Vandalism in Mississauga	Aware of Vandalism in own Neighbourhood	Total
Unaware	76.4% (327)	77.1% (330)	45.8% (196)	87.0% (428)
Unaware	81.3% (52)	89.1% (57)	68.8% (44)	13.0% (64)
	Gamma = .01 P = .24	Gamma = .42 P = .04	Gamma = .45 P = .01	

Conclusions

In this chapter we have used quantitative survey data gathered from Mississauga students and parents in an attempt to measure the effects of vandalism prevention programmes. We emphasize that this quantitative approach is only one among a variety of possible ways of evaluating prevention efforts. It may well be that prevention programmes have effects that we have not measured, and that indeed cannot be measured in quantitative terms. These possibilities are considered elsewhere in the report. Meanwhile, the quantitative analyses presented in this chapter have produced some interesting findings.

Both among students and parents surveyed in Mississauga, awareness of the vandalism prevention programmes is correlated with an increased perception that the problems of vandalism are serious. Among the various kinds of prevention efforts, it is talks at school that have the biggest impact. Unfortunately, however, the behavioural consequences of these talks are not always the ones desired. In general, students who are more aware of these talks are also more likely to commit acts of vandalism, particularly school vandalism. Insofar as we are able to determine, this correlation is causal. Thus efforts to render this relationship spurious by controlling for dislike of school were unsuccessful. The effects of school talks do, however, vary with degree of dislike for school: students who report never liking school are the most

likely to commit school vandalism in response to the school talks. More generally, it seems that whatever positive effects school talks might have on school vandalism are limited to those students who like school the most. However, since these students rarely commit school vandalism anyway, such an outcome is of very little encouragement. Similarly discouraging is our finding that the prevention efforts more generally have no impact on the willingness of students to intervene in vandalism situations.

It is important that the negative findings of this chapter not be misunderstood. They relate primarily to one kind of vandalism prevention effort: school talks about vandalism. We have not been able to examine the content of these talks or the effects of variation in such content. The talks were given most frequently by police and often involved the use of visual aids . However, not knowing that school talks would prove a salient consideration, no attempt was made in this research to systematically vary or measure the content of the talks. This must await further research.

Vandalism prevention efforts more generally may have many positive effects. The findings of this chapter will serve their purpose most appropriately if they direct our attention to one area in which our efforts have gone wrong, without discouraging the more general goal, and alternative ways of achieving it.

CHAPTER 4

Executive Summary and Recommendations

The organization of vandalism prevention in Mississauga began when three factors -- a generalized concern about vandalism, an apparent rise in Mississauga school vandalism, and a concern about the identity of this newly founded city -- created a milieu favouring the formation of a Task Force on Vandalism. From the time of the formation of the Task Force in July, 1975, until April, 1978, there was broad consensus that vandalism prevention was a good idea, but there was little agreement regarding what to do to implement that idea. Various prevention efforts took place in Mississauga, including films, radio announcements, posters, brochures, a mall display, and talks in schools. However, these were not the co-oridnated activities of a vandalism prevention organization.

Several steps led to the emergence of a full-fledged vandalism prevention organization in Mississauga. A vandalism prevention co-ordinator was hired with funding from the Ministry of the Solicitor General in November, 1977. In the spring of 1978, an off-shoot of the Task Force on Vandalism, Counter-Act, was founded. The incorporation of the vandalism prevention co-ordinator's role into Counter-Act and the physical relocation of the organization to its

own office in April, 1979, marked the emergence of a fully constituted organization. Counter-Act became a fully administered system when a certain individual, Mrs. F., began to be identified as a public figure associated with Counter-Act's vandalism prevention efforts. This had occurred by the end of 1979.

Quantitative survey data were gathered from Mississauga students and parents in an effort to measure the effects of the various vandalism prevention efforts. The school data were collected from January to March of 1979 in the public and separate schools of Mississauga. Both among students and parents, awareness of vandalism prevention efforts was correlated with an increased perception that the problems of vandalism were serious. Talks at school had the biggest impact. Unfortunately, it was not a favourable impact: students who were more aware of these talks were also more likely to commit acts of vandalism, particularly school vandalism. Insofar as we are able to determine, this correlation is causal.

The effects of school talks did, however, vary with degree of dislike for school: students who reported never liking school were the most likely to commit school vandalism in response to the school talks. More generally, it seems that whatever positive effects school talks might have had on school vandalism were limited to those students who liked school the most. However, since these students rarely were involved in school vandalism, this

outcome is of little encouragement.

The negative findings of this report should not be misunderstood. They primarily involve one kind of vandalism prevention effort: school talks. Vandalism prevention efforts more generally may have many positive effects. This report directs our attention to one kind of effort that may have been counter-productive, without discouraging the more general goal, and alternative ways of achieving it.

Finally, we recommend that the Solicitor General fund research to determine whether Teens on Patrol, Kids That Care, Youth Seminars, and similar programmes are effective in decreasing self-reported vandalism among target groups. The recognition of Counter-Act as a successful vandalism prevention organization has resulted in the dissemination of these programmes and their use in a number of jurisdictions across Canada. These programmes are believed to have a favourable impact on vandalism. However, they remain unevaluated.

References

City of Mississauga, Report of the Task Force on Vandalism. 1976.

Hirschi, Travis, The Causes of Delinquency. Berkeley: University of California Press, 1969.

Insurance Bureau of Canada, Vandalism in Canada: A Report On A National Survey Conducted by Canada Jaycees. 1982.

Province of Ontario, Vandalism: Responses and Responsibilities -- Report of the Task Force on Vandalism. 1981.

Swanson, Guy E., "Toward Corporate Action: A Reconstruction of Elementary Collective Processes" in Tamotsu Shibutani (ed.), Human Nature and Collective Behavior: Papers In Honor of Herbert Blumer. Englewood Cliffs, N.J.,: Prentice-Hall, 1970, pp. 124-144.

Thayer, Ralph E. and Fritz W. Wagner with Kris B. Coleman, Vandalism: The Menace To Leisure Resources In The 1980's. Arlington, Va.: National Recreation and Park Association, 1981, p. 196.

Appendix 1.

Questionnaires

First, we would like some information about you:

1. Your Sex:
   A. Male
   B. Female

2. Your Age: _____ Years Old.

3. Which of the following groups did your father's family belong to before coming to Canada?

A. English	J. Scandinavian	S. Portuguese
B. Irish	K. Ukrainian	T. Spanish
C. Scottish	L. West Indian	U. Hungarian
D. French	M. Antillian	V. Croatian
E. German	N. Philippino	W. Greek
F. Italian	O. Malaysian	X. Dutch
G. Jewish	P. East Indian	Y. Other:_____
H. Netherlands	Q. Hong Kong	Z. I don't know
I. Polish	R. Taiwan	

4. Do you currently have a job?
   A. Yes
   B. No

5. On average, how many hours a week do you work at your job?
   A. I don't have a job
   B. _____ hours

6. On average, how much money do you make a week at your job?
   A. I don't have a job
   B. _____ dollars a week

7. How do you generally use the money you earn from your job?
   A. I don't have a job
   B. I save it for the future
   C. I use it to buy things I want now
   D. Other (please specify): _____

8. Do you own a car? (If you are part owner of a car, check Yes.)
   A. Yes
   B. No

9. Do you date?
   A. No
   B. Yes, about once a month
   C. Yes, once every 2 or 3 weeks
   D. Yes, about once a week
   E. Yes, about twice a week
   F. Yes, about three or four times a week
   G. Yes, more than four times a week

10. What is your present religion?
    A. none
    B. Anglican
    C. Lutheran
    D. Presbyterian
    E. Baptist
    F. Salvation Army
    G. United Church
    H. Other Protestant
    I. Jewish
    J. Roman Catholic
    K. Ukrainian Catholic
    L. Orthodox
    M. Greek Orthodox
    N. Other (specify):_____

11. How strong would you say your own religious beliefs are today?
    A. very strong
    B. strong
    C. neither strong nor weak
    D. weak
    E. very weak

12. How often do you go to church or other religious services?
    A. never
    B. almost never
    C. once a year
    D. several times a year
    E. once a month
    F. twice a month
    G. three times a month
    H. four times a month
    I. more than four times a month

13. Do you believe that God exists?
    A. Yes
    B. No
    C. Not sure

14. Do you believe that the Devil or Satan exists?
    A. Yes
    B. No
    C. unsure

Next, we would like to know some things about your home and neighborhood:

15. Where do you live?
    A. With both my parent(s) or guardian(s)
    B. With my father
    C. With my mother
    D. With foster parent(s)
    E. With other relatives
    F. On my own
    G. Other: _____

16. How much would you like to live in another neighborhood in the city?
    A. I would rather live here than any other neighborhood
    B. It doesn't matter what neighborhood I live in
    C. There are other neighborhoods I'd rather live in
    D. There are many other neighborhoods I'd rather live in

17. Would you like to live in your neighborhood after you leave home?
    A. Definitely yes
    B. Yes
    C. Don't Know
    D. No
    E. Definitely Not

18. About how many persons in your neighborhood do you know by name?
    _____people

19. About how many persons in your neighborhood do you know to talk to?
    _____people

20. How long have you lived where you live right now?
    A. Less than one month
    B. More than one month, but less than three months
    C. More than three months, but less than six months
    D. More than six months, but less than one year
    E. More than one year, but less than two years
    F. More than two years, but less than three years
    G. More than three years, but less than four years
    H. More than four years

21. All in all, how would you describe your home?
    A. Luxurious
    B. More than Comfortable
    C. Average
    D. Below Average
    E. Rundown
    F. A Slum

22. All in all, how would you describe your neighborhood?
    A. Luxurious
    B. More than Comfortable
    C. Average
    D. Below Average
    E. Rundown
    F. A Slum

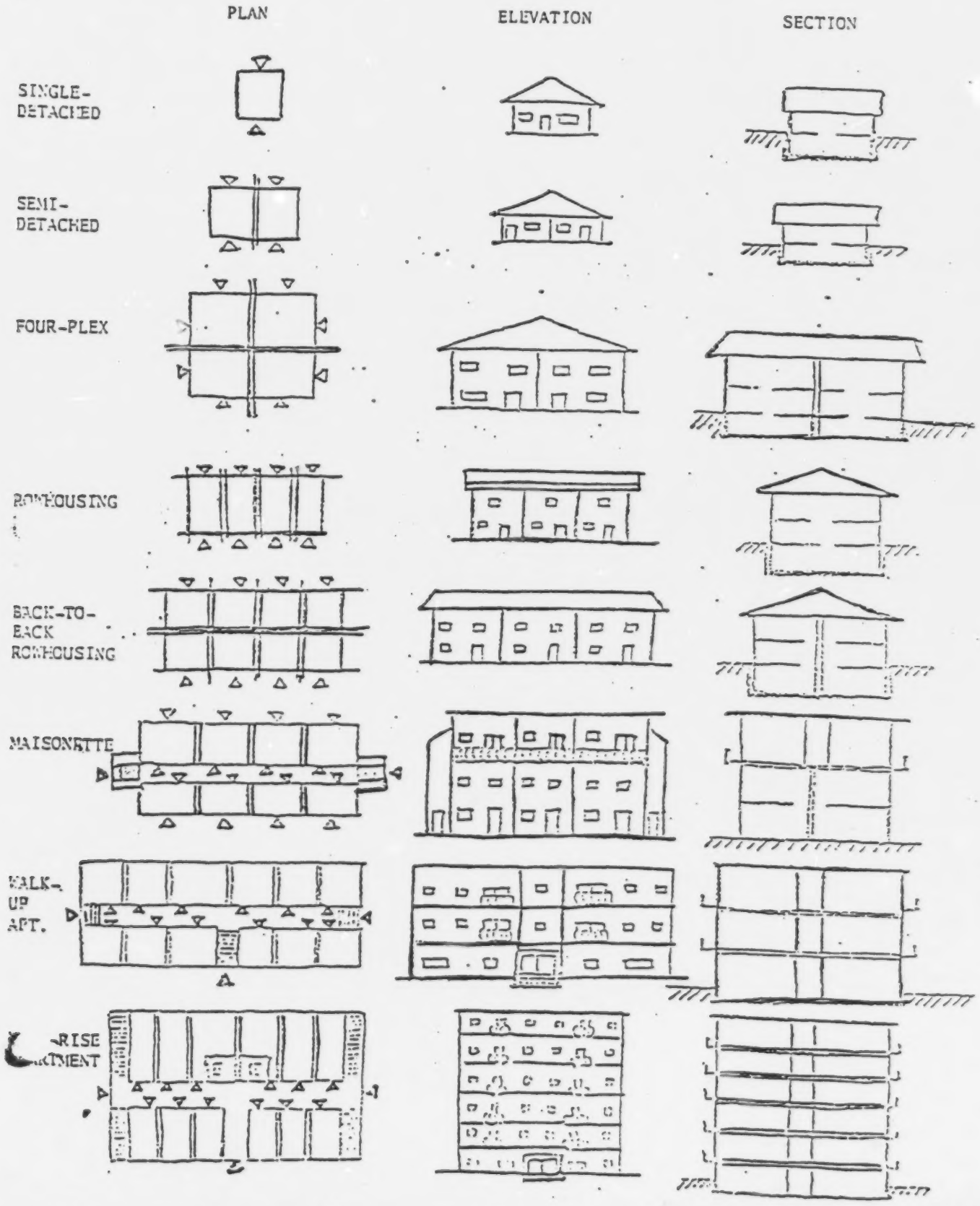
23. How do you personally like your home as a place to live?
    A. Very Much
    B. Somewhat
    C. Only a little
    D. Not at all

24. How do you personally like your neighborhood as a place to live?
    A. Very Much
    B. Somewhat
    C. Only a little
    D. Not at all

25. During the past three years, how many times has your family moved from one home to another?
    A. Not at all
    B. Once
    C. Twice
    D. Three Times
    E. Four Times
    F. Five Times
    G. Six Times or More

26. How does your family compare to other families in your neighborhood?
    A. Much better off
    B. Better-off
    C. About the Same
    D. Worse Off
    E. Much Worse-Off
    F. Don't know

27. Which of the following is most like the place you live?



28. Do you have your own room at home or do you share it?
    A. Have my own room
    B. Share it with brother(s) only
    C. Share it with sister(s) only
    D. Share it with brother(s) and sister(s) only
    E. Share it with adult(s) only
    F. Share it with other(s) only
    G. Share it with more than one of these

29. If you share your room, how <u>many</u> people do you share it with?
    A. I have my own room
    B. I share it with 1 other person
    C. I share it with 2 other persons
    D. I share it with 3 other persons
    E. I share it with 4 or more other persons

30. When at home, do you have any trouble finding a place in which to do your homework?
    A. Usually
    B. Sometimes
    C. Never
    D. I don't do homework
    E. I do my homework away from home
    F. I don't do much homework

31. When at home, do you have any trouble keeping your mind on your studies?
    A. Often
    B. Sometimes
    C. Almost never

32. When at home, can you be by yourself?
    A. Never
    B. Rarely
    C. Most of the time
    D. Whenever I want

We would like to know some things about your family. If you can't answer some of the following questions because you are not living with the parent involved, mark the response, "I can't answer this question."

33. Describe in a few sentences the type of work your father usually does:

    _____

    _____

    _____

    _____

34. Does your father have a job right now?
    A. Yes
    B. No
    C. I can't answer this question

35. Does your mother have a job outside the home?
    A. Yes, full time
    B. Yes, part time
    C. No
    D. Not living with mother or stepmother

36. What kind of clothes does your father's (or stepfather's) job make him wear?
    A. Relatively dressed up (for example, shirt and tie; suit or sports jacket)
    B. A uniform
    C. Work clothes
    D. Don't know

37. Does your mother check to see whether you have done what she tells you to do?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

38. Does your father check to see whether you have done what he tells you to do?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

39. Does your mother know where you are when you are away from home?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

40. Does your father know where you are when you are away from home?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

41. Does your mother know who you are with when you are away from home?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

42. Does your father know who you are with when you are away from home?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

43. Do you talk about your thoughts and feelings with your mother?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

44. Do you talk about your thoughts and feelings with your father?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

45. Would you like to be the kind of person your mother is?
A. In every way
B. In most ways
C. In some ways
D. In just a few ways
E. Not at all
F. I can't answer this question

46. Would you like to be the kind of person your father is?
A. In every way
B. In most ways
C. In some ways
D. In just a few ways
E. Not at all
F. I can't answer this question

47. Does your father spend much time with the family?
A. A great deal C. Not much E. I can't answer this question
B. Some D. None

48. Have you ever felt unwanted by your mother?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

49. Have you ever felt unwanted by your father?
A. Always C. Sometimes E. I can't answer this question
B. Usually D. Never

50. Would your mother stick by you if you got into really bad trouble?
A. Certainly C. Maybe E. I can't answer this question
B. Probably D. I doubt it

51. Would your father stick by you if you got into really bad trouble?
A. Certainly C. Maybe E. I can't answer this question
B. Probably D. I doubt it

52. How are most decisions made between you and your mother?
A. She tells me what to do
B. We talk about it, but she decides
C. I decide, but I have to get her permission
D. We talk about it until we agree
E. I do what I want, but she wants me to consider her opinion
F. I can't answer this question

53. How are most decisions made between you and your father?
A. He tells me what to do
B. We talk about it, but he decides
C. I decide, but I have to get his permission
D. We talk about it until we agree
E. I do what I want, but he wants me to consider his opinion
F. I can't answer this question

54. When you go out in the evening on schoolnights, about what time do your parents want you to get home?
A. Before 8 o'clock
B. Before 9 o'clock
C. Before 10 o'clock
D. Before 11 o'clock
E. Before 12 o'clock
F. Midnight or later
G. No set time
H. I'm never allowed out

Now we would like to get some information about your school.

55. How much schooling would you like to get eventually?
A. No more than I've already got
B. More of high school
C. High school graduation
D. On the job apprenticeship
E. Vocational School
F. Community college
G. University

56. How much schooling do you actually expect to get eventually?
   A. No more than I've already got
   B. More of high school
   C. High school graduation
   D. On the job apprenticeship
   E. Vocational School
   F. Community college
   G. University

57. Do your parents urge you to go to university and to take university preparatory subjects in high school?
   A. Yes, strongly urge
   B. Yes, moderately urge
   C. No, leave it to my own decision
   D. No, urge me to get a job
   E. Don't know

58. What program are you taking at school?
   A. A 5 year program
   B. A 4 year program
   C. A 3 year training program
   D. General shops
   E. Other (specify): _____
   F. I don't know

59. Compared to other students in your school, how do you rate yourself in the school work you do?
   A. Among the best
   B. Above average
   C. About average
   D. Below Average
   E. Among the Worst
   F. Don't Know

60. Compared to other students in your school, how do you rate yourself in the school work you could do if you tried your hardest?
   A. Among the best
   B. Above average
   C. About average
   D. Below average
   E. Among the worst
   F. Don't Know

61. How important would you say your getting good grades was to your parents?
   A. Very important
   B. Quite important
   C. Somewhat important
   D. Not very important
   E. No importance at all
   F. Don't Know

62. How important would you say your grades were to getting the kind of job you want?
   A. Very important
   B. Quite important
   C. Somewhat important
   D. Not very important
   E. No importance at all
   F. Don't Know

63. How important would you say your grades were to your own satisfaction?
    A. Very important
    B. Quite important
    C. Somewhat important
    D. Not very important
    E. No importance at all
    F. Don't know

64. On the average, how much time do you spend doing homework outside school?
    A. 3 or more hours a day
    B. About 2 hours a day
    C. About 1 1/2 hours a day
    D. About 1 hour a day
    E. About 1/2 hour a day
    F. Less than 1/2 hour a day
    G. We are not given any homework

65. Do you finish your homework?
    A. Always
    B. Usually
    C. Seldom
    D. Never
    E. We are not given any homework

66. During the last year, did you ever stay away from school just because you had other things to do?
    A. Often
    B. A few times
    C. Once or twice
    D. Never

67. How many of your subjects this year would you say were pretty boring?
    A. All boring
    B. Only one or two interesting
    C. About half and half
    D. Only one or two boring
    E. All interesting
    F. Varies too much to say
    G. Don't know

68. During the last year, were you ever sent out of a classroom by a teacher?
    A. Often
    B. Three or four times
    C. Once or Twice
    D. Never

69. Have you ever been suspended from school?
    A. Often
    B. A few times
    C. Once or twice
    D. Never

70. Have you ever had your program changed because you didn't get along with a teacher?
    A. Yes
    B. No
    C. Don't know

71. During the last year, did you ever cheat on any class test?
    A. Often
    B. A few times
    C. Once or twice
    D. Never

72. If you could be remembered at school for one of the following, which one would you most want it to be?
   A. Bright student
   B. Athletic star
   C. Popular
   D. Leader in student government
   E. Well dressed
   F. Tough
   G. Good musician
   H. Just average
   I. Other (specify):_____

73. Would you say that you are different from most students in your school?
   A. Completely different
   B. Different in many ways
   C. Different in a few ways
   D. The same

74. Would you say that most other students in your school think you are different?
   A. Completely different
   B. Different in many ways
   C. Different in a few ways
   D. The same

75. Would you say that your group of friends is the "in group" at your school?
   A. Yes
   B. Near the top
   C. No
   D. I have no group of friends
   E. I don't know

The following statements have been made about some schools at various times. Do you think they are Certainly true, Probably true, Probably false, or Certainly false, about your high school?

76. A small group of students run the activities and the student government, and you can't do anything unless you're in with them.
   A. Certainly true
   B. Probably true
   C. Probably false
   D. Certainly false
   E. Don't know

77. Coaches and supervisors of student activities play favorites.
   A. Certainly true
   B. Probably true
   C. Probably false
   D. Certainly false
   E. Don't know

78. You have to get in good with the teachers if you expect to get a fair grade in this school.
   A. Certainly true
   B. Probably true
   C. Probably false
   D. Certainly false
   E. Don't know

79. It doesn't matter very much how hard you work in a class - your grade is pretty much set when you first come in.
   A. Certainly true
   B. Probably true
   C. Probably false
   D. Certainly false
   E. Don't know

80. Generally speaking, do you like school?
   A. Always
   B. Most of the time
   C. About half the Time
   D. Sometimes
   E. Never

81. Teachers generally respect a polite person who does poor work in a class more than a good student who is impolite.
A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree
F. Don't know

82. One thing wrong with this school is that a lot of students don't behave themselves well enough.
A. Certainly true
B. Probably true
C. Probably false
D. Certainly false
E. Don't know

83. What type of job would you like most of all to be doing ten years from now?
A. Skilled worker (for instance, plumber, machinist, auto mechanic)
B. Entertainer
C. Clerical or secretarial wor'
D. Sales clerk or salesman
E. Professional work (for instance, doctor, lawyer, teacher, engineer)
F. In a small business for yourself
G. Farm Owner or worker
H. Housewife
I. A good paying job in a factory, plant, shop, warehouse, or construction
J. Other (specify):_____
K. Don't know

84. What sort of job do you think you will probably really have ten years from now?
A. Skilled worker
B. Entertainer
C. Clerical or Secretarial
D. Sales Clerk or Salesman
E. Professional work
F. Small business for yourself
G. Farm owner or worker
H. Housewife
I. A job in a factory, plant, shop, warehouse or construction
J. Other (specify): _____
K. Don't know

85. In getting a good job, how you look is generally more important than what you can do.
A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree
F. Don't know

Next, we would like to know something about the things you do. Please be as accurate as you can and remember that no one else will know your answers.

86. Do you often feel that "there's nothing to do"?
A. Often
B. Sometimes
C. Rarely
D. Never

87. How much of the time would you say that you are happy?
A. Always
B. Most of the time
C. About half the time
D. Sometimes
E. Never, hardly ever

88. How often do you feel lonely?
A. Always
B. Almost always
C. About half the time
D. Almost never
E. Never

89. Would you say that you are usually bored?
A. Always
B. Almost always
C. About half the time
D. Almost never
E. Never

90. We would like you to rate the following activities, on a scale from 1 to 10, in terms of how much fun you think they are. Give high scores (above 5) to the activities you think are the most fun, and low scores (below 5) to the activities you think are least fun.

For example, if you think going fishing is a lot of fun, but there are other things you think are more fun, then you would want to give a score of about 7 to this item.

SAMPLE: A. Going fishing 7

Here are the actual items. Be sure to give a score to each of them.

A. Going to the movies ___
B. Going to Drive-In Restaurants ___
C. Running from the police ___
D. Listening to music ___
E. Playing contact sports ___
F. Playing non-contact sports ___
G. Breaking street lights, windows, etc. ___
H. Stealing little things, (e.g. shoplifting) ___
I. Stealing Expensive things (worth over $50) ___
J. Extra-curricular school activities (music, student government, newspaper, year book) ___
K. Dating ___
L. Driving around in a car ___
M. Drag-racing (on city streets) ___
N. Parties ___
O. Talking with friends ___
P. Fighting (between individuals) ___
Q. Breaking into schools, breaking up school property ___
R. Meeting boys/picking up girls ___
S. Going to Rock Concerts and Dances ___
T. Smoking Marijuana ___
U. Drinking Alcohol ___
V. Watching Television ___
W. Cheer Leading ___
X. Reading ___
Y. Fighting (in gangs) ___

91. What sorts of things do you do for fun or excitement? Print them.

_____

_____

_____

_____

92. About how many close friends do you have? _____

93. How many of your close fiends live in the following areas?
    A. Near you in your neighborhood: _____ of my friends
    B. In your neighborhood, but not near you: _____ of my friends
    C. Elsewhere in the Toronto area: _____ of my friends
    D. Elsewhere, out of the Toronto area: _____ of my friends
    E. I have no close friends

94. What do your parents think of most of your friends?
    A. Strongly approve
    B. Approve
    C. Disapprove
    D. Strongly Disapprove
    E. They don't know them
    F. I have no friends

95. Are your friends at school active in extra-curricular school activities (e.g. sports, clubs, etc.)?
    A. Very active
    B. Somewhat active
    C. Not very active
    D. Not active at all
    E. I have no friends at this school

96. Would you like to be the kind of person your best friend is?
    A. In most ways
    B. In a few ways
    C. Not at all
    D. I have no best friends

97. Do you respect your best friends' opinions about the important things in your life?
    A. Completely
    B. Pretty much
    C. A little
    D. Not at all
    E. I have no best friends

98. Would you stick by your best friends if they got into really bad trouble?
    A. Certainly
    B. Probably
    C. I doubt it
    D. I don't know
    E. I have no best friends

99. Would your best friends stick by <u>you</u> if you got into really bad trouble?
    A. Certainly
    B. Probably
    C. I doubt it
    D. I don't know
    E. I have no best friends

100. Have any of your close friends ever been picked up by the police?
    A. Most of my close friends
    B. Many of my close friends
    C. A few of my close friends
    D. One of my close friends
    E. None of my close friends

101. Are you on probation?
    A. I am now
    B. Not now, but I have been
    C. No, I never have been

102. Have you ever been picked up by the police?
    A. Never
    B. Once
    C. Twice
    D. Three times
    E. Four or more times

103. Have you ever been officially cautioned (i.e., a warning letter sent to your parents) or charged by the police?
A. Cautioned
B. Charged
C. I have never been cautioned or charged

Now we would like to get some additional information about you and your life. Please be as accurate as you can in your answers, again remembering that no one else will know your answers.

104. How often in the last year have you thought about leaving home?
A. Never
B. Once or twice
C. Frequently
D. All the time

105. How much worse would things have to get before you would leave home?
A. No worse
B. A little worse
C. A lot worse
D. I would never run away from home
E. I don't know

106. How often in the last year <u>have</u> you left home?
A. Never
B. Once or twice
C. Frequently
D. All the time

107. How much worse would things have to get before you would wish you were dead?
A. No worse
B. A little worse
C. A lot worse
D. I would never wish I were dead
E. I don't know

108. In the last year, have you thought about taking your life?
A. Never
B. Once or twice
C. Frequently
D. All the time

109. In the last year, have you tried to take your life?
A. Yes
B. No

110. How often during the last year have you had alcoholic beverages?
A. Never
B. Once or twice
C. Three to six times
D. Seven to twelve times
E. Several times a month
F. Several times a week or more

111. Generally speaking, when you drink, how much do you drink?
A. One (bottle of beer, glass of wine or ounce of liquor)
B. Several (bottles of beer, glasses of wine or ounces of liquor)
C. Until you feel "high"
D. Until you are drunk
E. I don't drink

112. How often during the last year have you been drinking, and the next day been unable to remember what happened?
A. Never
B. A few times
C. About half the time
D. Most of the time
E. All of the time

113. How often do you use alcohol and drugs together?

A. Never
B. Sometimes
C. Frequently
D. All the time

114. Check how often in the last year you have used each of the following drugs: (without a doctor's approval)

	Never	Once	2 or 3 Times	Often	Very Many Times
A. "Uppers" (stimulants) e.g., speed products, methadrine, dexadrine, cocaine, MDA	___	___	___	___	___
B. "Downers" (depressants) e.g., barbituates, tranquilizers	___	___	___	___	___
C. Canibus Products e.g., hash, marijuana	___	___	___	___	___
D. Chemical Products e.g., LSD, Mescaline	___	___	___	___	___
E. Narcotics (opiate products) e.g., codeine, heroin, morphine	___	___	___	___	___
F. Solvents (glue, nail polish remover)	___	___	___	___	___

115. What do you think you would do if you were the only person around in each of the following situations? Check one answer for each situation.

	Go after them	Get the police or other adult	Watch to see what happens	Leave, it's none of my business
You are near your home and you see someone breaking someone else's windows	—	—	—	—
You are somewhere else in your neighborhood and you see someone breaking someone else's windows	—	—	—	—
You are downtown and you see someone breaking someone else's windows	—	—	—	—
You are near your home and you see someone breaking a friend's windows	—	—	—	—
You are near home and you see someone breaking your family's windows	—	—	—	—
You are near your home and you see two strangers beating up a member of your family	—	—	—	—
You are near your home and you see two strangers beating up a third stranger	—	—	—	—
You are somewhere else in your neighborhood and you see two strangers beating up a third stranger	—	—	—	—
You are downtown and you see two strangers beating up a third stranger	—	—	—	—
You see someone breaking your school windows	—	—	—	—
You see someone breaking someone else's school windows	—	—	—	—

116. How often do you see the police around your neighborhood?
A. Never
B. Once in awhile
C. About as often as anywhere else
D. Most of the time
E. All the time

117. How often do you think the police should be around your neighborhood?
A. A lot less
B. Less
C. No more, no less
D. More
E. A lot more

118. In the last year, have you been beaten up by anyone?
A. Never B. Once C. Two or more times

119. Where did this most often happen?
A. It didn't happen
B. Near home
C. Away from home, but in the neighborhood
D. At or near school
E. Elsewhere

120. In the last year, has something that belongs to you been banged up on purpose (other than by members of your family)?
A. Never B. Once C. Two or more times

121. Where did this most often happen?
A. It didn't happen
B. Near home
C. Away from home, but in the neighborhood
D. At or near school
E. Elsewhere

122. In the last year, has anything of yours been stolen?
A. Never B. Once C. Two or more times

123. Where did this most often happen?
A. It didn't happen
B. Near home
C. Away from home, but in the neighborhood
D. At or near school
E. Elsewhere

124. How often in the last year have you taken little things (worth less than $2) that did not belong to you?
A. Never
B. Once
C. Two or more times
D. Often
E. Very many times

125. How old were you the first time you ever did this? _____
Or, I have never done this _____

126. How often in the last year have you taken things, of some value (between $2 and $50) that did not belong to you?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

127. How old were you the first time you ever did this? _____
Or, I have never done this: _____

128. How often in the last year have you taken things of large value (worth over $50) that did not belong to you?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

129. How old were you the first time you ever did this? _____
Or, I have never done this: _____

130. How often in the last year have you taken a car for a ride without the owner's permission?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

131. How old were you the first time you ever did this? _____
Or, I have never done this: _____

132. How often in the last year have you banged up something that did not belong to you on purpose?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

133. How often in the last year have you banged up or damaged something that belonged to the school on purpose?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

134. How old were you the first time you ever did this? _____
Or, I have never done this: _____

135. Not counting fights you may have had with a brother or sister, how often in the last year have you beaten up on anyone or hurt anyone on purpose?
A. Never
B. Once
C. Two or three times
D. Often
E. Very many times

136. How old were you the first time you ever did this? _____
Or, I have never done this : _____

137. In the last year, about how many times have you:

	never	once	two or more times
Painted on or marked up school buildings or walls	____	____	____
Marked up School books	____	____	____
Kicked in Lockers at school	____	____	____
Broken things in school washrooms	____	____	____
Broken school windows	____	____	____
Broken lockers at school	____	____	____
Smashed desks or furniture at school	____	____	____
Thrown eggs at a car or house	____	____	____
Broken windows of houses	____	____	____
Smashed or marked up someone's furniture	____	____	____
Broken windows of a public building other than a school	____	____	____
Smashed or marked up furniture at a public building other than a school	____	____	____
Broken bus seats	____	____	____
Damaged buses	____	____	____
Damaged bus shelters	____	____	____
Broken or damaged things at a store or plaza	____	____	____
Damaged things at a construction site	____	____	____
Damaged a park or park property	____	____	____
Scratched or damaged a parked automobile	____	____	____

138. Most young people around my neighborhood are always getting into trouble:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

139. I wish I had more friends:
A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

140. I often have trouble deciding which are the right rules to follow:
A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

141. There is a life after death:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

142. I like to take chances:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

143. The things I like to do best are dangerous.
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

144. Generally speaking, if you break the law, the police will catch you:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

145. Generally speaking, if you break the law, you will wind up in court:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

146. Generally speaking, if you break the law, you will wind up in an institution:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

147. Generally speaking, if you break the law, your parents will find out:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

148. Generally speaking, if you break the law, your neighbors will find out :
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

149. Generally speaking, if you break the law, your friends will find out:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

150. Generally speaking, if you break the law, your teachers will find out:
A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

151. Suppose you and your friends were messing around one night and they decided to break into a place to steal some things. Do you think you could do it and not get caught?
A. Definitely yes
B. Yes
C. Uncertain
D. No
E. Definitely not

152. Suppose you and your friends were messing around one afternoon and they decided to steal something from a store just for kicks. Do you think you could do it and not get caught?
A. Definitely yes
B. Yes
C. Uncertain
D. No
E. Definitely not

153. Suppose you and your friends were out one evening and they decided it might be fun to paint some words or signs on the windows at school. Do you think you could do it and not get caught?
A. Definitely yes
B. Yes
C. Uncertain
D. No
E. Definitely not

154. The courts apply the law equally to all people:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

155. The police apply the law equally to all people:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

156. The law is made to apply equally to all people:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strong disagree

157. The court gives better treatment to the rich than the poor:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

158. The police give better treatment to the rich than the poor:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

159. The law gives better treatment to the rich than the poor:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

160. People should share money and material things more equally:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree

161. Money and material things are the best rewards for hard work:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

162. Money and material things are very important to me:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

163. Sometimes taking or destroying the property of others is the best way to balance things out:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

164. Some people don't deserve to have their property protected:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

165. A person's worth can be measured by the things they own:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

166. Some people have more material things than they need or deserve:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

167. You should always try to respect the property of others:
A. Strongly agree
B. Agree
C. Neutral
D. Disagree
E. Strongly disagree

The following questions are asked to find out how much you might know or have heard about vandalism:

168. Is vandalism a crime under the Criminal Code of Canada?
A. Yes
B. No
C. Don't know

169. What would you think is the maximum prison sentence you could receive under the Criminal Code for Vandalism against private property?
A. 1 year
B. 2 years
C. 3 years
D. 4 years
E. 5 years

170. What would you think is the maximum prison sentence you could receive under the Criminal Code for Vandalism against public property?
A. 2 years
B. 4 years
C. 6 years
D. 8 years
E. 10 years
F. 12 years
G. 14 years

171. If you were caught for vandalism, do you think your case would be handled in a juvenile or an adult court:
A. Juvenile court
B. Adult court

172. How much direct damage would you estimate was done in Mississauga in reported cases of vandalism in 1975:
A. $100,000
B. $200,000
C. $300,000
D. $400,000
E. $500,000

173. Did you know that there has been a Task Force on Vandalism and a Vandalism Prevention Program in Mississauga:
A. Yes
B. No

174. Have you heard about efforts to reduce vandalism in Mississauga from the following:
A. T.V. commercials: Yes____ No____
B. Radio announcements: Yes____ No____
C. Posters: Yes____ No____
D. Brochures or pamphlets: Yes____ No____
E. Slide show: Yes____ No____
F. Display(s) at School: Yes____ No____
G. Display(s) at shopping center(s): Yes____ No____
H. Talk(s) given at school or library: Yes____ No____
I. Have you ever heard of Project Pride: Yes____ No____

175. Do you feel that vandalism is a serious problem in Mississauga:
A. Very serious
B. Somewhat serious
C. Undecided
D. Not too serious
E. Not at all serious

Finally, we would like some information about your family background:

176. How old were you when your family came to Canada?
A. They were here when I was born
B. I was ____years old when my family came to Canada

177. Were your parents born in Canada?
   A. My father was born in Canada
   B. My mother was born in Canada
   C. Both my parents were born in Canada
   D. Neither of my parents were born in Canada
   E. I don't know

178. If you came to the Toronto area from another city or country, where was it?
   A. The Atlantic Provinces (Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island)
   B. Quebec
   C. The Prairie Provinces (Saskatchewan, Manitoba, Alberta)
   D. British Columbia
   E. Yukon or Northwest Territories
   F. Another place in Ontario
   G. Another Country:_____

179. If you have not lived in the Toronto area all your life, which of the following best describes where you lived before you came here?
   A. A Farm
   B. A Village
   C. A Town
   D. A City

Name_____ Date_____

Name of Child_____ Time Begin_____

Phone #_____ Time End_____

If interview not completed give reason:

1 family moved and unable to locate
2 adult female unavailable because

3 interview refused because

How good was the respondent's understanding of the questions?

1 very good
2 pretty good
3 not too good
4 not good at all

To begin with I would like to ask you some questions about your children.

1. How many sons do you have?

   0 1 2 3 4 5 ____

2. How many daughters do you have?

   0 1 2 3 4 5 ____

3. In your opinion, how useful is a university education to a boy in getting a good job? Is it

   1 very useful
   2 somewhat useful
   3 not too useful
   4 not useful at all 9 don't know/no answer

4. In your opinion, how useful is a university education to a girl in getting a good job? Is it

   1 very useful
   2 somewhat useful
   3 not too useful
   4 not useful at all 9 don't know/no answer

5. How much do you agree with the following statement:
   "It's not <u>what you know</u> but <u>who you know</u> that counts when it comes to getting a good job." Do you

   1 strongly agree
   2 agree
   3 disagree
   4 strongly disagree 9 don't know/no answer

6. Some people say that people get ahead in life by their own hard work; others say that lucky breaks are more important. Which do you think is most important? Is

   1 hard work most important
   2 hard work,luck equally important
   3 luck most important 9 don't know/no answer

7. How much do you personally like your home as a place to live? Do you like it

   1 very much
   2 somewhat
   3 only a little
   4 not at all 9 don't know/no answer

8. How much do you personally like your neighborhood as a place to live? Do you like it

   1 very much
   2 somewhat
   3 only a little
   4 not at all 9 don't know/no answer

9. In the past year has any property belonging to you or members of your household been damaged by vandals?

   1 yes PROBE
   2 no
   9 don't know/no answer

   Type of property:

   Type of damage:

10. Apart from damage to your property or the property of members of your household, in the past year has any damage been done by vandals in the neighborhood where you live?

    1 yes PROBE
    2 no
    9 don't know/no answer

    Type of property:

    Type of damage:

11. Apart from damage to your own property or the property of members of your household or damage in the neighborhood where you live, are you aware of any damage done by vandals during the past year anywhere else in Mississauga?

1 yes PROBE
2 no
9 don't know/no answer

Type of property:

Type of damage:

12. In general do you feel that vandalism is a serious problem in Mississauga? Is it

1 very serious
2 somewhat serious
3 not too serious
4 not at all serious 9 don't know/no answer

Now I am going to read some statements to you. For each statement I would like you to tell me whether you strongly agree, agree, disagree, strongly disagree, or neither agree nor disagree with the statement.

13. A person's worth can be measured by the things they own. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

14. Money and material things are the best rewards for hard work. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

15. You should always try to respect the property of others. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

16. Money and material things are very important to me. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

17. People should share money and material things more equally. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

18. Some people have more material things than they need or deserve. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

19. Some people don't deserve to have their property protected. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

20. Sometimes taking or destroying the property of others is the best way to balance things out. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

21. The law is made to apply equally to all people. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

22. The courts apply the law equally to all people. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

23. The police apply the law equally to all people. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagreee 9 don't know/no answer

24. The law gives better treatment to the rich than the poor. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

25. The courts give better treatment to the rich than the poor. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

26. The police give better treatment to the rich than the poor. Do you

1 strongly agree
2 agree
4 disagree
5 strongly disagree
3 neither agree nor disagree 9 don't know/no answer

27. What language did you first learn to speak as a child?

_____

28. Are you the head of your household? That is, do you provide most or all of the income for your household?

1 yes
2 no

29. Does the head of your household work for him/herself or for someone else?

1 for him/herself (self-employed) If 1 go to Q. 30, otherwise go to Q. 31.
2 for someone else (not self-employed) 9 don't know/no answer

30. Are there any people who work for him or her or are paid by him or her?

1 yes
2 no
8 not applicable--Question 28 is 2.
9 don't know/no answer

31. Does the head of your household supervise anybody as part of his or her job?

1 yes
2 no
9 don't know/no answer

32. What kind of work does the head of your household do? That is, what is (his/her)job called?

_____

33. Are you currently working full or part time?

1 working full time
2 working part time
3 not currently employed

If 1 or 2 go to Q. 35 , otherwise go to Q. 34 .

34. Have you worked full or part time during the past year?

1 worked full time
2 worked part time
3 not employed during the past year

If 1 or 2 go to Q. 35 otherwise go to Q. 39 .

35. (Do/did) you work for yourself or for someone else?

1 for herself (self-employed) If 1 go to Q. 36 , otherwise go to Q. 37 .
2 for someone else

36. (Are/were) there any people who work(ed) for you or (are/were) paid by you?

1 yes
2 no
8 not applicable--Question 35 is 2.

37. (Do/did) you supervise anybody as part of your job?

1 yes
2 no

38. What kind of work (do/did) you do? That is, what (is/was) your job called?

_____

39. What is your present religion?

00 none
01 Anglican
02 Lutheran
03 Presbyterian
04 Baptist
05 Salvation Army
06 United Church
07 Other Protestant
08 Jewish
09 Roman Catholic
10 Ukrainian Catholic
11 Orthodox
12 Greek Orthodox
13 Other (specify):_____

40. How strong would you say your own religious beliefs are today? Are they

1 very strong
2 strong
4 weak
5 very weak
3 neither strong nor weak
9 don't know/no answer

41. How often do you go to church or other religious services?

01 never
02 almost never
03 once a year
04 several times a year
05 once a month
06 twice a month
07 three times a month
08 four times a month
09 more than four times a month
99 no answer

Now I would like to ask you some questions about _____.

42. What relationship is _____ to you?

1 son/daughter
2 grandchild
3 nephew/neice
4 step child
5 foster child
6 respondent is _____'s guardian
7 other (specify):_____

43. Was _____ your

1 first born
2 second born
3 third born
4 fourth born
5 fifth born
6 _____born

9 not applicable. 42 is not 1.

44. What grade is _____in this year in school?

_____

45. What grade in school would you like _____to complete?

7 8 9 10 11 12 13 99 don't know/no answer

46. All things considered, what grade do you think _____will actually complete before (he/she) leaves school for good?

7 8 9 10 11 12 13 99 don't know/no answer

47. What would you like _____ to do after leaving school?

1 attend community college
2 obtain a university degree
3 attend vocational school
4 do an on the job apprenticeship
5 get a job
6 get married (girls only)
7 other (specify):_____
9 don't know/no answer

48. All things considered, what do you think _____ will actually do after (he/she) leaves school?

1 attend community college
2 obtain a university degree
3 attend vocational school
4 do an on the job apprenticeship
5 get a job
6 get married (girls only)
7 other (specify):_____
9 don't know/no answer

49. Are your currently

1 married
2 separated
3 divorced
4 widowed
5 single (never married)

50. Have you ever heard of an organization in Mississauga called Counter-Act?

1 yes
2 no
9 don't know/no answer

→ What does it do?